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ABSTRACT

A study was conducted by Mercer County Community College (MCCC) to identify differences and similarities among 1979, 1980, and 1981 entering full-time students. Data were obtained from MCCC registration files and from student responses to a questionnaire soliciting information on students' reasons for choosing MCCC, plans for employment and further education, parents' income and educational levels, and student needs for support services. The number of new full-time students increased from 1,263 in fall 1979 to 1,434 in fall 1980, but decreased slightly to 1,370 in fall 1981. The study revealed that over the 3-year period there had been increases in: (1) the percentage of full-time students entering from outside Mercer County; (2) the number of students coming to MCCC directly from high school; (3) the number of entrants with a family income of $20,000 or more; (4) the level of educational attainment of students' parents; (5) the number of students seeking a bachelor's degree or higher; and (6) the number of students reporting high school grades in the B to C+ range. Factors influencing college choice remained fairly stable, with predominant factors being closeness to home, strength in intended major, academic reputation, and low costs. The types of services needed from MCCC also remained constant over the period, with help in planning for further education or transfer being the most requested service. Study questionnaires are included. (KL)

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TECHNICAL REPORT
OFFICE OF INSTITUTIONAL RESEARCH

82-03

PROFILE OF ENTERING STUDENTS

A COMPARISON BETWEEN NEW FULL-TIME STUDENTS IN FALL, 1979, FALL, 1980 AND FALL, 1981

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February 1, 1982

TC 820 100

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I. Executive Summary

The number of new full-time students entering MCCC[1] increased from 1263 in Fall of 1979 to 1434 in the Fall of 1980 (14%). In 1981 there was a slight decrease (4%) to 1370 entrants.

When these three groups of students were compared, differences emerged, particularly, when the 1981 group was compared to the two previous years.

Over the three years, the pattern of the students' residence shifted somewhat with an increasing percentage of full-timers entering MCCC from locations outside Mercer County and an increasing number of entrants coming to MCCC directly from Mercer County high schools.

Demographically, the 1980 and 1981 groups were composed of 50% males as compared to 1979's 48%. The 1980 and 1981 entrants were more likely to report coming from a high income family compared to the 1979 group. The educational level of the entrants' parents has risen over the three years, as has the students' own aspirations towards a bachelor's degree or higher.

Academically, when the three groups are compared by students' performance on the Basic Skills Placement Test, the scores were not significantly different. However, each year there was a decrease in the percent of students who fell below the cutoff in each of the three main tests (Reading, English, and Mathematics).

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[1] This figure represents all students on the Fall 1979, Fall 1980 and Fall 1981 Registration File with a type code of 'N' or 'blank' who were carrying at least 12 charge hours.

II. Introduction

The main objective of this technical report is to analyze and compare three groups of entering full-time students to identify any longitudinal differences and/or similarities or trends among them. Such information can be useful in the development of admissions-marketing strategies and student services. The data in this report were derived from two principal sources: 1) The College's registration file, containing basic demographic information describing all registered students; and 2) incoming student responses to the Basic Skills Placement Test (BSPT) Student Biographic Questionnaire. Two BSPT Biographic Questionnaires were used over the three years covered in this report. (See Appendix A and B.) The revised form was introduced in August of 1980. The questionnaire addresses the students' reasons for choosing MCCC, plans for employment and further education after leaving Mercer, parents' income and education levels, and areas in which students believe they would need help from MCCC staff.

III. Sources of Students

A. In-County Entrants

The number and percentage of graduates from Mercer County's largest high schools who entered Mercer County Community College directly from high school is shown in Table 1. An interesting trend can be seen when we examine the three years, i.e., the total percentage of students registered at MCCC has steadily increased (15%, 1979; 17%, 1980; 18%, 1981).

Specifically, over the three years, the greatest increases in students who entered Mercer were at: Hamilton East (from 16% in 1979

to 23% in 1980 to 24% in 1981), Hightstown (from 14% in 1979 to 25% in 1980 to 22% in 1981), and Hopewell Valley (from 9% in 1979 to 15% in 1980 to 17% in 1981). Conversely, decreases occurred among the students of Princeton High School (from 8% in 1979 to 4% in 1980 and 5% in 1981), Trenton Central (from 16% in 1979 and 1980 to 13% in 1981), and West Windsor-Plainsboro (from 10% in 1979 to 8% in 1980 and 1981).

Table 1

Mercer County June Graduates Entering MCCC Directly from High School

	1979			1980			1981		
	H.S. Grads	Registered at MCCC		H.S. Grads	Registered at MCCC		H.S. Grads	Registered at MCCC	
High Schools	n	n	%	n	n	%	n	n	%
Ewing	383	50	13%	373	47	13%	364	57	16%
Hamilton East	612	100	16	564	129	23	604	142	24
Hamilton West	515	87	17	472	86	18	497	101	20
Hightstown	271	39	14	249	63	25	281	62	22
Hopewell Valley	283	26	9	275	41	15	236	39	17
Lawrence	260	42	16	300	43	14	259	38	15
McCorristin	265	71	27	219	64	29	244	70	29
Notre Dame	323	59	18	272	50	18	284	60	21
Princeton	276	22	8	268	11	4	268	14	5
Trenton Central	625	100	16	580	95	16	669	86	13
West Windsor Plainsboro	219	22	10	203	16	8	210	17	8
TOTALS	4,032	618	15%	3,775	645	17%	3,916	686	18%

B. Out-of-County Entrants

As shown in Table 2 the patterns of residence for new entering students has changed over the three years studied. Of the full-time entering cohorts, the percentage of in-county students has steadily decreased, (from 77.2% in 1979 to 73.3% in 1980 to 71.8% in 1981) while the percentage of students from out-of-county and out-of-state has increased.

Table 2

Residence of Entering Full-time Students

	1979		1980		1981	
	n	%	n	%	n	%
Mercer County	975	77.2%	1053	73.4%	983	71.8%
Other N. J. Counties	265	21.0	333	23.2	336	24.5
Bucks County	7	0.6	17	1.2	18	1.3
Other Out-of-State	3	0.2	13	0.9	17	1.2
Foreign	13	1.0	18	1.3	16	1.2
TOTALS	1,263	100%	1,434	100%	1,370	100%

Table 3 shows that selected New Jersey counties account for most of the increase among out-of-county (in-state) students.

Table 3

Full-time Entering Students from Selected New Jersey Counties

	1979	1980	1981
Burlington	57	64	71
Hunterdon	47	61	41
Middlesex	51	59	66
Monmouth	27	43	43
Ocean	13	12	24
Somerset	23	32	29

C. Year of High School Graduation

Mercer's freshman class is predominantly made up of students who entered College directly from high school. From Table 4 we can see that the percentage of students entering directly from high school has reached the highest level in the three years covered in this study. The percentage of students who waited more than two years since high school graduation has decreased to almost the level it was in 1979 (14%, 1979; 19%, 1980; and 15%, 1981).

Table 4

Year of High School Graduation of Entering Students

Number of Years Since Graduation from H.S.	1979	1980	1981
None (direct entrant)	68%	65%	70%
1 year	7	8	8
2 - 4 years	8	9	7
More than 4 years	6	10	8
GED	2	7	3
Unknown	8	1	4
	99%[1]	100%	100%

IV. Student Characteristics

A. Demographics

The demographic similarities among the three groups of students far outweighs the differences. For example, eighteen was the average age for all three groups. Aggregated by sex, the 1981 group closely resembled the 1980 entrants with a ratio of males to females of 50:50.

Two ethnic breakdowns are presented in Table 5. One shows the percentage of all full-time entrants in each ethnic group, while the other shows the percentage of full-time entrants from Mercer County only.

Table 5

Ethnicity of Full-time Entrants

	1979		1980		1981	
	All Entrants	Mercer County	All Entrants	Mercer County	All Entrants	Mercer County
White	75%	70%	76%	71%	77%	75%
Black	18	20	17	21	16	19
Hispanic	4	4	4	4	4	4
Other*	3	6	3	4	3	2
	100%	100%	100%	100%	100%	100%
Total Number	1264	975	1434	1053	1370	983

*"Other" includes Oriental, American Indian, and Foreign (Visa).

[1]Total percentages often do not add to 100% because of rounding errors.

Other variables were also examined. The percentage of unmarried students has increased from 92% in 1980 to 96% in 1981. Also, in 1981, there were more students dependent on their parents for at least half of their financial support (59% in 1979, 61% in 1980, and 67% in 1981). As shown in Table 6, the family income of the 1979 and 1980 groups are similar. Among the 1981 group, those reporting an income of less than $3,000 increased. However, it is interesting to note that there was an increase, for all three years, in the percentage of students who reported coming from high income families ($20,000 or over), (28% in 1979, 33% in 1980 and 35% in 1981).

Table 6

Level of Financial Support of Entering Students (Self-Reported)[1]

	1979	1980	1981
Less than $3,000	11%	11%	18%
$ 3,000 - 8,999	22	22	18
9,000 - 14,999	22	21	17
15,000 - 19,999	15	14	12
20,000 - 29,999	15	18	16
30,000 or more	13	15	19
	98%	101%	100%

The education level of the entrants' parents showed an increasing trend toward a higher education. In 1979 and 1980, 31% of the fathers of the students from both groups had attained a high school diploma, while in 1981, this percentage jumped to 36. Similarly, in the two previous years, 19% of the fathers had attained a four-year college or professional degree, while in 1981, 21% had attained a bachelor's degree or higher.

B. Measures of Student Ability

Entering students are asked to report their overall average grades in high school as well as their grades in their last Math and English

[1]Students not claimed by their parents as exemptions for income tax purposes estimated their own income (or combined with spouse).

courses. In addition, full-time entrants are required to take the Basic Skills Placement Test in both Math and English. There were some differences among the three groups in relation to their overall high school grades. Over the three years, the trend shows an increase in the percentage of students with an overall high school average in the B-C$^+$ range, while those in both the A-B$^+$ and C-D$^+$ range have decreased slightly. (See Table 7)

Table 7

Average of All High School Courses (Self-Reported)

Grade Range	1979	1980	1981
A-B$^+$	18%	14%	16%
B-C$^+$	63%	67%	68%
C-D$^+$	20%	19%	16%

Differences occurred in the grade distributions among the three groups. Those entrants reporting earning grades of A or B in their last high school math course were 38% in 1979 and 1980 and 43% in 1981. This increase is reflected in their improving math ability on the BSPT Computation Test as 65% in 1979, 67% in 1980, and 70% in 1981 scored above the remedial cut-off level. Similarly, an increasingly greater proportion of entering students scored above the cut-off on the BSPT English test (61% in 1979, 65% in 1980, 66% in 1981). A slightly higher percentage of entrants reported earning grades of A or B in their last high school English course (58% in 1977, 56% in 1980 and 60% in 1981). It is interesting to note, that regarding overall performance, the 1980 and 1981 entrants performed better than the 1979 group on all three BSPT tests.

As illustrated in Table 8, when the three groups were aggregated

Table 8

Mean Scores and Percent Below the Cut-Off Score on the NJ BSPT in Reading, English, and Mathematics

Fall Entrants	Reading						English						Mathematics					
	Mean Score			% Below Cut-Off			Mean Score			% Below Cut-Off			Mean Score			% Below Cut-Off		
	1979	1980	1981	1979	1980	1981	1979	1980	1981	1979	1980	1981	1979	1980	1981	1979	1980	1981
Total	61.1	61.2	61.8	31.5	30.7	27.4	60.1	61.2	61.1	38.9	34.5	34.2	61.7	62.0	62.2	34.6	32.6	29.6
Age Groups																		
18 and below	62.4	62.3	62.7	26.1	28.5	24.1	62.1	62.6	62.6	33.8	30.3	30.3	63.4	64.2	65.6	27.8	24.0	24.5
19 and 20	59.0	60.0	61.1	36.2	32.5	30.0	57.2	59.4	59.8	45.5	30.1	38.4	58.2	59.4	60.7	47.0	42.8	34.0
21 and above	59.7	59.8	58.6	42.0	35.0	37.7	57.9	59.6	56.8	45.8	40.3	46.9	60.8	59.8	58.0	38.9	41.4	45.4
Sex																		
Male	62.8	63.4	62.8	25.9	24.1	23.4	61.1	62.2	61.4	36.2	31.3	32.6	63.6	63.7	63.9	26.6	26.3	24.0
Female	59.6	59.2	60.8	36.2	37.1	31.3	59.4	60.2	60.9	41.1	37.5	36.1	60.0	60.3	60.6	41.3	38.8	34.6
Residence																		
In-County	59.9	60.6	60.8	34.7	33.1	29.9	58.8	60.4	60.2	42.5	36.0	36.5	60.6	61.7	61.7	38.6	34.0	32.1
Out-of-County	65.1	63.6	64.9	19.1	21.6	19.2	64.7	63.8	64.0	25.3	28.4	26.6	65.4	63.1	63.8	20.6	28.4	22.2
Out-of-State	62.1	60.9	59.1	36.4	39.1	37.8	61.2	60.3	58.2	45.5	43.5	46.0	64.4	63.0	61.9	18.2	2o.1	32.4

by age, sex and residence, some interesting differences in performance on the Basic Skills Test appear. Younger students (age 18 and below) out-performed the older students on all three tests. Males performed better than females on all the tests, and out-of-county (in-state) students scored higher on each test than both in-county and out-of-state students. (See Table 8.)

V. Choosing Mercer

A. Reason for Choosing Mercer

The reasons why students chose Mercer are shown in Table 9. Over the years it can be seen that the factors which influence the entering students the most have not changed (Close to home, Strength in Intended Major, General Academic Reputation and Inexpensive). Although the "Strength in Intended Major" has decreased since 1979, the percentage influenced by Mercer's "General Academic Reputation" has increased.

Table 9

Most Important Reasons for Choosing Mercer

	1979	1980	1981
Close to Home	26%	27%	24%
Strengths in Intended Major	21	19	18
General Academic Reputation	12	13	15
Inexpensive	16	15	14
Impression of Campus	4	4	5
Students Certainly of Admission	5	4	4
Program not Available at Home Community College	4	5	5
Friend Attending	2	3	4
Other Reasons	11	10	11
	101%	100%	100%

Table 10 indicates that over the three years, parents or relatives continue to have the greatest influence on students choosing Mercer. The influence of friends on students choosing Mercer has been increasing over the past three years and the influence of high school counselors had decreased.

Table 10

Sources of Influence in Choosing Mercer

	1979	1980	1981
Parents or Relatives	28%	31%	31%
High School Counselor	27%	23%	20%
Friends	13%	14%	16%
MCCC Staff	8%	10%	4%
College Publication/ Media Announcement	10%	9%	3%
Campus Visit	6%	6%	5%
High School Teacher	5%	6%	6%
Employer or Supervisor/ Employment Service	3%	2%	2%
Other[a]	--	--	14%
	100%	100%	100%

[a] The category "Other" was included the first time for Fall 1981 entrants.

B. Needs for Service from Mercer Staff

When entering students were asked for two ways in which Mercer's faculty and staff could be most helpful to them, the same choices were consistently favored for all three years. The greatest need for service was in the area of Planning for Further Education or Transfer where 23% of the respondents indicated that the MCCC staff could help them. Also, high on the list, was "Providing Career Information," (22%), "Improving Study Skills" (18%), and "Choosing a Major Program," (13%). (See Table 11.)

Table 11

Need for Service from Mercer Staff

	1979		1980		1981	
	n	%	n	%	n	%
Choosing a Major Program	237	(15)	326	(15)	309	(13)
Improvement of Study Skills	302	(20)	475	(20)	418	(18)
Improvement of Basic Skills	a	(--)	a	(--)	206	(9)
Providing Career Information	361	(23)	516	(23)	512	(22)
Planning for Further Education/ Transfer	358	(23)	506	(23)	536	(23)
Finding a Job While Attending	157	(10)	203	(9)	191	(8)
Solving Personal Problems	12	(1)	12	(1)	7	(0)
Other	54	(4)	90	(4)	59	(2)
Don't Need Help	57	(4)	113	(5)	115	(5)
	1538	(100%)	2223	(100%)	2353	(100%)

[a]The category "Improvement of Basic Skills" was included the first time for Fall 1981 entrants.

Students were asked whether or not they intended to earn a degree or a certificate from MCCC. Table 12 shows that over the last two years the percentage of students expressing an intention to receive a degree from Mercer has remained the same while an increasing number are still uncertain of their decision.

Table 12

Intention to Earn a Degree or Certificate from Mercer

	1979	1980	1981
Yes	77%	62%	72%
No	3	5	2
Uncertain	21	23	26
	101%	100%	100%

Table 13 shows that the goals of the entering students were similar. In 1981, 62% responded "preparing for a new job," while the main goal of 29% of the entrants was to get "transfer credit."

Table 13

Student Goals

	1979	1980	1981
Improvement of Job Skills	6%	6%	6%
Preparation for New Job	57	61	62
Transfer Credit	26	24	29
Personal Interest	5	5	4
Other	5	4	4
	99%	100%	100%

When plans for obtaining a degree were examined, the data indicates that over the three years the students' aspirations towards a higher education have changed with a substantial increase in 1981 in the percentage of students expecting to earn a Bachelor's degree (or higher). This is shown in Table 14.

Table 14

Education Expectations

	1979	1980	1981
No Plans	8%	7%	a
Certificate	3	3	a
Associate's Degree	35	38	12
Bachelor's Degree	42	38	60
Master's Degree	9	9	20
Ph.D., M.D., other prof.	4	4	8
	101%	99%	100%

[a]These options do not appear on the revised questionnaire.

The 1979 and 1980 groups looked remarkably similar in their intentions to work while attending Mercer; in 1981 this pattern changed. The percentage planning to work part-time decreased slightly (79% in 1979 and 1980, 77% in 1981), while those planning to work full-time stayed the same (6% in 1979, 7% in 1980, 6% in 1981). This is illustrated in Table 15.

Table 15

Plans to Work While at Mercer

	1979	1980	1981
Do not plan to work	16%	15%	17%
1 - 9 hours	14	14	12
10 - 19 hours	34	35	35
20 - 34 hours	31	30	30
35 hours or more	6	7	6
	101%	101%	100%

Table 16 depicts the students' immediate plans to work after leaving Mercer. There is a decrease in those intending to work full-time, and the degree of uncertainty concerning post-MCCC employment plans rose slightly. (See Table 16.)

Table 16

Plans to Work Immediately After Leaving Mercer

	1979	1980	1981
Full-time	44%	43%	39%
Part-time	12	12	12
Do not plan to work	16	16	16
Uncertain	28	28	31
	100%	99%	100%

Those students intending to transfer to another institution of higher education were asked to report the major they planned to pursue. As can be seen in Table 17 the distribution of anticipated majors changed very little from 1979 to 1980, but in 1981 there were increases in both Biological and Health Science and Engineering and Architectural areas. Decreases occurred in Humanities and Fine Arts and the "Other" category.

Table 17

Anticipated Majors at Transfer Institution

	1979	1980	1981
Biological, Health Science	14%	14%	16%
Phys. Sci., Math, Comp. Sci.	6	6	6
Social Sciences	7	6	7
Humanities and Fine Arts	11	11	8
Education	4	4	3
Business (incl. Data. Proc.)	25	23	24
Engineering, Architecture	17	20	22
Other	17	17	14
	101%	101%	100%

Thus, the goals and plans expressed by all groups of entering full-time students, surveyed at the time they took the Basic Skills Placement Test, showed some differences. Overall, the 1979 and 1980 groups were most similar, while the 1981 entrants deviated somewhat in their degree intentions, transfer plans and work plans.

Appendix A

MERCER COUNTY COMMUNITY COLLEGE

Student Biographic Questionnaire

INSTRUCTIONS:

You are being asked to answer some questions about yourself. The answers you and other students give will help us get a better picture of who intends to come to Mercer and why.

Answer the questions on the separate answer sheet only. Be sure to blacken completely the space to indicate your answer. Please stay within the lines on the answer sheet and make no stray marks on the sheet. Use only a number 2 pencil.

1. How do you describe yourself?

   0. Caucasian, White
   1. Black
   2. Hispanic
   3. Asian or Pacific Islander
   4. Native American (Indian or Alaskan Native)
   5. Foreign Student (foreign visa)

2. Are you now married?

   0. Yes
   1. No

3. How many persons are dependent upon you (excluding yourself) for at least half of their support?

   0. None
   1. One
   2. Two
   3. Three
   4. Four
   5. Five or more

4. Where do you get most of your financial support?

   0. Husband or wife
   1. Parents
   2. Other relatives or friends
   3. Welfare, Social Security
   4. Self
   5. Other

5. If your parents have not claimed you as an exemption for federal tax purposes, please indicate your own income (if you are single) or the combined income of you and your spouse (if you are married).

   If you are claimed by your parents as an exemption, indicate their combined annual income. If you are not certain of their income, make the best estimate you can.

   0. Less than $3,000
   1. $3,000 to 5,999
   2. $6,000 to 8,999
   3. $9,000 to 11,999
   4. $12,000 to 14,999
   5. $15,000 to 19,999
   6. $20,000 to 29,999
   7. $30,000 to 39,999
   8. $40,000 or more

6. How much formal education did your father have? Indicate only the one highest level. If you do not know, skip to Question 7.

   0. No formal school or some grade school
   1. Finished grade school
   2. Some high school
   3. Finished high school
   4. Business or trade school
   5. Some college
   6. Attained a two-year degree
   7. Attained a four-year degree
   8. Attained a graduate or professional degree

7. How much formal education did your mother have? Indicate only the one highest level. If you do not know, skip to Question 8.

   0. No formal school or some grade school
   1. Finished grade school
   2. Some high school
   3. Finished high school
   4. Business or trade school
   5. Some college
   6. Attained a two-year degree
   7. Attained a four-year degree
   8. Attained a graduate or professional degree

8-9. What are the two main reasons you are choosing to attend Mercer? (SELECT ONE FOR QUESTION 8 AND ONE FOR QUESTION 9.)

   0. Inexpensive
   1. Close to home
   2. Certain of admission
   3. Friends attending
   4. General academic reputation
   5. Strength in intended major field/program
   6. Impression of campus and students
   7. Other
   8. Program was not available at home community college

10-11. Who or which of the following influenced you to choose Mercer County Community College? (CHOOSE ONLY TWO. FOR QUESTION 10, SELECT THE FIRST, OR MOST IMPORTANT INFLUENCE, FOR QUESTION 11, THE SECOND, OR NEXT MOST IMPORTANT INFLUENCE.)

0. High school counselor
1. High school teacher or other staff member
2. Mercer County Community College Counselor, faculty or other staff member
3. Campus visit
4. Parents or relatives
5. Friends
6. Radio or TV announcement, newspaper advertisement or article
7. College brochure or catalog
8. Employer or supervisor
9. Employment service or employment counselor

(12-16. IF YOU RECEIVED OR EXPECT TO RECEIVE A HIGH SCHOOL EQUIVALENCY DIPLOMA, SKIP TO QUESTION 17.)

12. What was your grade in your last high school English course?

0. 90-100 (A)
1. 80-89 (B)
2. 70-79 (C)
3. 60-69 (D)
4. Below 60 (F)

13. What was your grade in your next to last high school English course?

0. 90-100 (A)
1. 80-89 (B)
2. 70-79 (C)
3. 60-69 (D)
4. Below 60 (F)

14. What was your grade in your last high school math course?

0. 90-100 (A)
1. 80-89 (B)
2. 70-79 (C)
3. 60-69 (D)
4. Below 60 (F)

15. What was your grade in your next to last high school math course?

0. 90-100 (A)
1. 80-89 (B)
2. 70-79 (C)
3. 60-69 (D)
4. Below 60 (F)

16. Which of the following best describes your grades in all of your high school courses (9th through 12th grades)?

0. A average (90-100)
1. B+ average (85-89)
2. B average (80-84)
3. C+ average (75-79)
4. C average (70-74)
5. D+ average (65-69)
6. D average (60-64)
7. Below D (59 or less)

17. To what extent did you participate in clubs and organizations in high school?

0. I was not a member of any club or organization
1. I belonged to some organizations but did not hold any major offices
2. I held one or two major offices (president, editor, class or school representative, etc.)
3. I held more than two major offices

18. Are you entering Mercer directly from high school?

0. Yes, will finish/have finished high school this year
1. No, am transferring from another institution
2. No, have been in armed forces
3. No, have worked for last one or two years
4. No, have worked for last three years or more
5. No, have not been working
6. Entering with a GED

19. Did you plan to earn a degree or a certificate from Mercer?

0. Yes
1. No
2. Uncertain

20. What is your primary educational goal in attending Mercer County Community College?

0. Improvement of skills for present job
1. Preparation for job to be obtained
2. Transfer credit
3. Personal interest
4. Other

21-22. In what way can the faculty and staff at Mercer County Community College most help you during your enrollment at the College? (CHOOSE ONE FOR QUESTION 21 and ONE FOR QUESTION 22.)

0. Choosing a major program
1. Improvement in study skills
2. Providing career information
3. Planning for futher education/transfer
4. Finding a job while in college
5. Solving personal problems
6. Other
7. Really do not expect to need much help

23. On the average, how many hours per week do you expect to work in part-time or full-time employment while you attend Mercer County Community College?

0. Do not plan to work
1. 1 - 9 hours
2. 10 - 19 hours
3. 20 - 34 hours
4. 35 hours or more

24. When do you plan to begin your studies at Mercer?

0. Summer 1979
1. Fall 1979
2. Spring 1980
3. Summer 1980
4. Fall 1980
5. Spring 1981
6. Summer 1981
7. Fall 1981
8. Later date

25. What is the highest level of education you plan to complete?

0. No special plans for a degree or certificate
1. A one-year certificate
2. A two-year degree (Associate--AA, AS, AAS)
3. A four-year degree (Bachelor--BA,BS)
4. Master's degree (MA,MS,MBA)
5. Ph.D., M.D., or other professional degree

26. Do you plan to work immediately after leaving Mercer?

0. Yes, full-time
1. Yes, part-time
2. No
3. Uncertain

27. Do you plan to continue your education immediately after leaving Mercer?

0. Yes, at another two-year college
1. Yes, at a four-year college or university
2. No
3. Uncertain

28. If you plan to transfer to a two- or a four-year college or a university, in what field do you plan to major?

0. Biological or health sciences
1. Physical sciences or mathematics (including computer science)
2. Social sciences (history, political science, psychology, sociology, etc.)
3. Humanities or fine arts (English, foreign languages, music, theatre, arts, etc.)
4. Education (elementary, secondary, special, etc.)
5. Business (including data processing)
6 Engineering, architecture, or technology
7. Other

29. In order to accurately place you in a mathematics course it is necessary that we have an accurate description of your high school math background. Please choose the response which best describes your background.

0. Did not complete an algebra course
1. Completed 1 year of regular high school algebra or two years of slow paced algebra (Algebra 1a and 1b)
2. Completed 1 year of regular high school algebra and 1 year of geometry
3. Completed 2 years of regular high school algebra
4. Completed 2 years of regular high school algebra and 1 year of geometry
5. Completed 2 years of regular high school algebra, 1 year of geometry, and 1 year of trigonometry, solid geometry, or pre-calculous functions.

30. When you were in high school, how often did you put off or fail to finish uninteresting homework assignments?

0. Fairly often
1. Occasionally
2. Rarely
3. Never

31. Do you think that you worked harder on your classroom assignments than most other students in your high school classes?

0. Definitely no
1. Generally no
2. Generally yes
3. Definitely yes

32. How many study skills did you learn in high school?

0. I did not learn any study skills
1. I learned only a few study skills
2. I learned quite a few study skills
3. I learned many study skills

33. How important is college to you?

0. Not very important
1. Somewhat important
2. Quite important
3. Extremely important

34. How much encouragement for going to college have you received from your parents or spouse?

0. A great deal
1. Some
2. None
3. Have been discouraged from attending

NOTE: PLEASE SKIP TO QUESTION 40 ON THE ANSWER SHEET

40. How many years of high school algebra have you completed?

0. None
1. One year
2. Two years
3. Three years

THANK YOU

20. Are you entering Mercer directly from high school?

1. Yes, I will finish/have finished high school this year.
2. No, I am transferring from another institution.
3. No, I have been in the armed forces.
4. No, I have worked for the last one or two years.
5. No, I have worked for the last three years or more.
6. I have had family responsibilities.
7. Other

21. When do you plan to begin your studies at Mercer?

1. Spring 1981
2. Summer 1981
3. Fall 1981
4. Spring 1982
5. Fall 1982
6. At some later date

22. While you are attending Mercer, do you plan to earn a certificate or a degree?

1. Yes, I plan to earn a one-year certificate.
2. Yes, I plan to earn a two-year Associate's degree.
3. No, I don't plan to earn either a certificate or a degree.
4. I'm not sure.

23. What is your main educational goal while attending Mercer County Community College?

1. I want to improve my skills for a job I already have.
2. I want to prepare for a job that I will obtain later on.
3. I want to earn transfer credit(s).
4. I am attending Mercer for personal interest.
5. Other reason

6. If you are claimed by your parents as an exemption for federal tax purposes, please indicate their combined annual income (before taxes).

If you are NOT claimed by your parents as an exemption, please indicate your own income (*if you are single*) or the combined income of you and your spouse (*if you are married*).

1. Less than $3,000
2. $3,000 to 5,999
3. $6,000 to 8,999
4. $9,000 to 11,999
5. $12,000 to 14,999
6. $15,000 to 19,999
7. $20,000 to 29,999
8. $30,000 to 39,999
9. $40,000 or more

7. How much formal education did your father have? Indicate only the one highest level. (*If you do not know, leave blank and go on to Question 8.*)

1. No formal school or some grade school
2. Finished grade school
3. Some high school
4. Finished high school
5. Business or trade school
6. Some college
7. Attained a two-year college degree
8. Attained a four-year college degree
9. Attained a graduate or professional degree

8. How much formal education did your mother have? Indicate only the one highest level. (*If you do not know, leave blank and go on to Question 9.*)

1. No formal school or some grade school.
2. Finished grade school
3. Some high school
4. Finished high school
5. Business or trade school
6. Some college
7. Attained a two-year college degree
8. Attained a four-year college degree
9. Attained a graduate or professional degree

Appendix B (Con't.)

BACKGROUND INFORMATION

1. How do you describe yourself?

   1. Caucasian, White
   2. Black
   3. Hispanic
   4. Asian or Pacific Islander
   5. Native American (Indian or Alaskan Native)
   6. Foreign student

2. Are you now married?

   1. Yes
   2. No

3. Do you feel that you have a permanent physical handicap? (Please mark the one answer that most applies to you.)

   1. No
   2. Yes, restricted mobility
   3. Yes, restricted hearing
   4. Yes, restricted vision
   5. Yes, but I prefer not to record it at this time
   6. Other

4. How many persons are dependent on you (excluding yourself) for at least half of their financial support?

   1. None
   2. One
   3. Two
   4. Three
   5. Four
   6. Five or more

5. Where do you get most of your financial support?

   1. Husband or wife
   2. Parents
   3. Other relatives or friends
   4. Public Assistance
   5. Social Security
   6. Myself
   7. Other

24. While you are attending Mercer, in what field do you plan to major?

   1. Health Services (includes Dental Assist., Medical Lab Tech, Nursing, Radiologic Tech)
   2. Commerce (includes Accounting, Business Admin., General Business, Funeral Services, Telecommunications, Secretarial Science)
   3. Engineering Technology (includes Engineering Science, Architecture, Drafting, Electronics, Flight Tech/Attendant)
   4. Public Service Technologies (includes Community Service Assist., Education Assist., Law Enforcement Officer, Legal Assist.)
   5. Science Technologies (includes Laboratory Tech, Land Use Management, Ornamental Horticulture)
   6. Liberal Arts and Science (Humanities and Social Sciences, Visual Arts, Biology, Physics, Chemistry, Math)
   7. Computer Science/Operations (includes Data Processing)
   8. General Studies, Other
   9. Undecided

25. On the average, how many hours per week do you expect to work (part-time or full-time) while you are attending Mercer County Community College?

   1. I do not plan to work.
   2. 1 - 9 hours
   3. 10 - 19 hours
   4. 20 - 34 hours
   5. 35 hours or more

26. and 27. While you are attending Mercer, how can our faculty and staff be most helpful to you? (Choose one for Question 26, and one for Question 27.

   1. In choosing my major program
   2. By helping me improve my basic skills (reading, writing, mathematics).
   3. By helping me improve my study skills
   4. By providing career information
   5. By helping me plan for further education/transfer to another college
   6. By helping me find a job while I'm still in college
   7. By helping me solve personal problems
   8. Other
   9. I really do not expect to need much help.

FUTURE PLANS

28. Do you plan to work immediately after leaving Mercer?

    1. Yes, I plan to work full-time.
    2. Yes, I plan to work part-time.
    3. No, I do not plan to get a job right away.
    4. I'm not sure about my work plans.

29. Do you plan to continue your education immediately after leaving Mercer?

    1. Yes, I plan to continue my studies at another two-year college.
    2. Yes, I plan to transfer into a four-year college or university.
    3. No, I do not plan to continue my studies right away.
    4. I'm not sure about my educational plans.

30. If you do plan to continue your education after leaving Mercer, in what field do you plan to major? (*If you don't plan to continue your studies, leave blank.*)

    1. Biological or health sciences
    2. Physical sciences or mathematics (*including computer science*)
    3. Social Sciences (*history, political science, psychology, sociology, criminology, etc.*)
    4. Humanities or fine arts (*English, foreign languages, music, theater, arts, etc.*)
    5. Education (*elementary, secondary, special, etc.*)
    6. Business (*including data processing, telecommunications, advertising*)
    7. Engineering, architecture, or technology
    8. Other

31. If you do plan to continue your education, what is the highest degree you plan to complete eventually? (*If you don't plan to continue your studies, leave blank.*)

    1. A two-year Associate's degree (AA, AS, AAS)
    2. A four-year Bachelor's degree (BA, BS)
    3. A Master's degree (MA, MS, MBA)
    4. A Doctoral degree (PhD, EdD), Medical degree (MD), or other professional degree (Law, Dentistry, etc.)

MCCC 0032 3/81

THANK YOU!

MERCER COUNTY COMMUNITY COLLEGE

STUDENT BIOGRAPHIC QUESTIONNAIRE

DIRECTIONS

You are being asked to answer some questions about yourself. The answers you and other students give will help us in two ways: we will be able to give you better advice and assistance, and we will have a better picture of who intends to come to Mercer and why.

Please mark your answers on the separate answer sheet in the section labelled BIOGRAPHIC INFORMATION. Do not make any marks on this questionnaire. Use only a number 2 pencil. Blacken your answer spaces completely, and do not make any stray marks on your answer sheet.

OFFICE OF INSTITUTIONAL RESEARCH

August, 1980

Revised: January, 1981

Appendix B

HIGH SCHOOL INFORMATION

(If you received or expect to receive a high school equivalency Diploma, please SKIP TO QUESTION 14.)

9. Which of the following best describes your average in all of your high school courses?

1.	A average	(90 - 100)	5.	C average	(70 - 74)
2.	B+ average	(85 - 89)	6.	D+ average	(65 - 69)
3.	B average	(80 - 84)	7.	D average	(70 - 64)
4.	C+ average	(75 - 79)	8.	Below D	(59 or less)

10. What was your grade in your last high school English course?

1.	90 - 100	(A)	4.	60 - 69	(D)
2.	80 - 89	(B)	5.	59 or less	(below D)
3.	70 - 79	(C)			

11. What was your grade in your last high school math course?

1.	90 - 100	(A)	4.	60 - 69	(D)
2.	80 - 89	(B)	5.	59 or less	(below D)
3.	70 - 79	(C)			

12. How many years of high school algebra have you completed?

1.	None	3.	Two years
2.	One year	4.	Three years

13. To what extent did you participate in clubs and organizations while in high school?

1. I was not a member of any club or organization.
2. I belonged to some organizations but did not hold any major offices.
3. I held one or two major offices (*president, editor, class or school representative, etc.*)
4. I held one or two major offices and belonged to other organizations as well.

COLLEGE INFORMATION

14. How important is college to you?

1. Not very important
2. Somewhat important
3. Quite important
4. Extremely important

15. How much encouragement for going to college have you received from your parents or spouse?

1. I have received a great deal of encouragement.
2. I have received some encouragement.
3. I have received no encouragement or discouragement.
4. I have been discouraged from attending.

16. and 17. You make the decision to come to MCCC. Others can assist or influence you in deciding. Who influenced you most in your choice of MCCC? (*For Question 16, select the first or most important influence; for Question 17, the second, or next most important influence.*)

1. High school counselor
2. High school teacher or other staff member
3. Mercer County Community College counselor, faculty, or other staff member
4. Campus visit
5. Parents or spouse
6. Friends
7. Radio to TV announcement, newspaper advertisement or article, College brochure or catalog
8. Employer or supervisor, employment service or employment counselor
9. Other

18. and 19. What are your two main reasons for attending Mercer? (*Select one for Question 18, and one for Question 19.*)

1. It is inexpensive.
2. It is close to home.
3. I was certain of admission.
4. I have friends who are/will be attending Mercer.
5. Mercer has a good general reputation.
6. Mercer is strong in my intended major field of study.
7. I have a good impression of the campus and students.
8. The program I wanted was not available at my home community college.
9. Other reason

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